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ABSTRACT

An exploratory study was conducted to investigate the self-concept of 160 disadvantaged black fourth graders attending two elementary schools in East Cleveland, Ohio. Self-concept was studied in relation to children's levels of anxiety, their feelings about school and school subjects, their educational and vocational aspirations, teachers' evaluations of children's school behavior and achievement, and sex differences in all these variables. Beginning in 1979, the study provided for testing at the beginning and the end of the school year. In 1980, the original sample was enlarged with an additional 40 students. Testing in subsequent grades was done at the end of the school year. An all-white eighth grade class became available for comparision purposes toward the end of the study. The consistency of the self-concept scores over the years lent support to the theory that self-concept is a stable, central core of the personality. Statistical tables describe children's performance by sex and grade on the following instruments: the Piers-Harris Self Concept Scale; the State-Trait Anxiety Inventory for Children; a questionnaire in which children indicated their liking for school on a four-point scale and listed three of their favorite school subjects; the Teachers' Rating Scale of Student Behavior; Coopersmith's Behavior Rating Form; measures of educational and vocational aspirations; sociometric measures; a questionnaire on ethical and moral issues; the Offer Self-Image Questionnaire for Adolecents; and a self-description form. (Not all instruments were used at each testing.) (AS)

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A Longitudinal Study of Self-Concept, Attitudes toward School, and Vocational Aspirations in a Group of East Cleveland Minority Children

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A Longitudinal Study of Self-Concept, Attitudes toward School, and Vocational Aspirations in a Group of East Cleveland Minority Children[1]

"If I am not for myself, who will be?"
Rabbi Hillel, from the Talmud

"A person who doubts himself is like a man who would enlist in the ranks of his enemies and bear arms against himself. He makes his failure certain by himself being the first person to be convinced of it."
Alexander Dumas, The Three Musketeers, (1844)

Theoretical Background

The self-concept is a complex, continuously active system of subjective beliefs about the self, which guides behavior in ways that are consistent with the perceived self. It may be regarded as a mediating variable which helps us to understand and explain an individual's behavior.

The self appears as an important concept in the personality theories of Rogers, Murphy, Horney, Sullivan, Erickson, Adler, and Fromm. The sociologist, George Herbert Mead (1934), made important theoretical contributions through his concern with the process by which the individual becomes a compatible and integrated member of his or her social group. He theorized that in the course of this process the individual internalizes the ideas and attitudes expressed by the important figures in his or her life, including the attitudes and actions expressed toward himself or herself. Sullivan (1947), who was very much influenced by Mead, considered the self to be made of "reflected appraisals". The child's earliest self-appraisal is in terms of what significant others think and feel about him or her.

According to Lecky (1945), a person's behavior expresses an effort to maintain the integrity, unity, and inner consistency of the personality system which has as its nucleus the individual's evaluation of himself or herself. Although the self is a continuously growing and changing phenomenon, it is also, paradoxically, strongly geared to prevent growth and change. As expressed by Jersild (1952), "A person seeks to preserve his selfhood even though it is based on false premises."

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Rosenberg (1965) suggested that the self-concept could be thought of in terms of eight dimensions: (1) Content (Intelligent, Kind, Talented, etc.). (2) Direction (Positive, Negative). (3) Intensity. (4) Importance. (5) Salience. (6) Consistency. (7) Stability. (8) Clarity.

Coopersmith (1967), from his review of theorists and research studies, concludes that there are four major factors contributing to the development of the self-concept. "First and foremost is the amount of respectful, accepting, and concerned treatment that an individual receives from the significant others in his life. In effect, we value ourselves as we are valued." The second factor is the individual's history of successes and the status and position he holds. The third factor is the individual's values and aspirations, which act as a filter through which the individual's experiences are perceived. By living up to aspirations in areas that we regard as personally significant, the individual achieves high self-esteem. The fourth factor is the individual's manner of responding to devaluation. A person can minimize, distort, or entirely suppress derogatory actions by others as well as his or her own failures, or they could find the negative appraisals of others upsetting and anxiety provoking. According to Coopersmith, "there are pervasive and significant differences in the experiential worlds and social behaviors of persons who differ in self-esteem. Persons high in their own estimation approach tasks and persons with the expectation that they will be well received and successful."

Self-acceptance - a positive self-concept - is considered an essential ingredient for a healthy personality in the theories of Rogers, Horney, Sullivan, and Fromm among others. Conversely, a negative self-concept has been associated with depression, anxiety, pessimism, destructiveness, inability to accept others or enter into genuine relationships with others, and a hostile outlook towards the world. Research has indicated a strong relationship between negative self-concept and delinquency.

Since no one is born with a self-concept, the self-concept, then, is something that the child acquires. It develops out of the child's experiences with life, particularly relationships with important people, but is also influenced by the child's own perceptions and abilities to develop conceptualizations, values, and commitments. As stated by Purkey (1978), "The development and structure of self-awareness is a lifelong research project in which continuous modifications of one's self-concept occur through ever-widening experiences of the developing person... By experiencing the world through the inviting and disinviting interactions with significant others, the developing person organizes a theory of personal existence."

By the time the child enters elementary school at age six, his or her self-concept will reflect the importance influences of parent behavior and child rearing patterns. However, as Jersild (1952) has pointed out, "The school is second to the home as a place where the social forces which influence a child's attitudes toward himself are concentrated...the learner's life at school is heavily invested with success and failure, pride and shame. All the teacher's relationships with his pupils, the feelings he has toward them, the judgments he passes on them, the ways in which he rewards and punishes, praises and blames, acknowledges and ignores are charged with psychological meaning." It is in the school also that children find their place and their influence in a group of children their own age. The peer group,

with its own values and standards of competence, now becomes an important factor in the child's self-concept.

Concern with children's self-concept is especially important when considering children who belong to socially disadvantaged groups. It is believed that many of these children see themselves as failures because of their inadequate preparation for and early defeat in school. Studies by Lecky (1945), Walsh (1956), and Benjamins (1950) and others have demonstrated that low academic achievement was often due to a child's definition of him/herself as a nonlearner. High ability, low achievers had a negative self-regard when matched with high ability, high achievers. Ziller, Hagey, and Smith (1969) found a close relationship between self-acceptance and social acceptance, and Marecek and Martee (1972) found a relationship between self-esteem level and success in task performance. One of the major issues confronting social welfare today is determining and providing the conditions necessary for helping children from all segments of our population to acquire attitudes of self-acceptance which are accurately founded on feelings of competency in some area.

In Black Americans, Baughman (1971) felt that blacks did not necessarily internalize the definition of self-concept given to them by whites, that the black child develops a self-concept in the context of a black world without comparison to the white world, and that by the time the child experiences the white world as a young adult his/her self-concept was well established. Studies by Rosenberg and Simmons (1971) and Phillips and Zigler (1979) conclude that black and lower-class children acquire and maintain evaluations of self-worth at least as positive as those of their white and wealthier peers. In Black and White Identity Formation, Hauser (1971) emphasized the importance of preadolescents developing a sense of competence and self-esteem through previously successful steps in earlier ego development. If areas of ego development are left unresolved, the individual will develop feelings of inadequacy and inferiority. His research reported a higher degree of structural integration and temporal stability in the self concepts of black children in comparison to white.

Phillips and Zigler (1980) offer a description of five major transitions in the self-concept that occur over the span of development: 1) Nature of the content (from specific and concrete features to underlying personality traits and beliefs); 2) content themes (reflecting important developmental tasks a child is grappling with, e.g., issues relating to sexual attractiveness in adolescents); 3) evaluative feelings (from quite positive and uncritical to more self-critical and less satisfied); 4) ideal self-concept, from playful fantasy to a more serious commitment to a set of goals and standards of conduct, with the potential for a widening gap between the current and the ideal self-concept; and 5) sources of self-knowledge, from belief that true knowledge about themselves is vested in others to more reliance on their own judgments for accurate self-development.

Anxiety has been considered by a number of personality theorists as an important factor in producing discrepancies between potential and performance. Sullivan (1947) considered anxiety as the affect which is aroused when the individual is threatened with a loss of self-esteem. Coopersmith (1967) presents anxiety as an indicator of the individual's success in defending his or her self-esteem against the devaluation that would come with feelings of incompetence, powerlessness, insignificance, and lack of virtue. There has

been very little empirical research on the relationship of self-concept and anxiety, in contrast to the numerous studies of anxiety in various situational contexts.

Spielberger (1966) has felt it important to distinguish between state anxiety and trait anxiety-the former referring to transitory anxiety states that vary in intensity and fluctuate over time, the latter referring to relatively stable individual differences in anxiety proneness.

Research Design

The research reported in this paper began in 1979 with 160 4th grade children attending two elementary schools in the East Cleveland system, all ethnically black and mostly economically disadvantaged. In 1980 the original sample, now in the fifth grade was retested and was enlarged with an additional 40 students. This group was then followed and retested in the sixth grade, and in the seventh and eighth grades of the middle school to which they had been promoted.

The study is an exploratory one, directed toward following the self-concept of these children, and how it was related to such variables as their levels of anxiety, their teachers' evaluations of school behavior and achievement, their feelings about school and school subjects, their educational and vocational aspirations, and sex differences in all these variables. In the eighth grade a small comparison group became available -- an all white eighth grade class attending a parochial school in Ashtabula.

Statistical tables on the findings are placed at the end of this paper. Although many statistically significant results are reported, in view of the exploratory nature of this research, they will be considered as suggestive rather than definitive.

4th Grade Findings

The Children were tested at both the beginning and the end of the school year. (In subsequent grades they were tested only at the end of the school year). The Piers-Harris Self-Concept Scale was used to measure self-concept. This self-report instrument asks children to respond to 80 statements by responding either "yes" if the item is true for them or "no" if it is not true for them. The statements cover such areas as behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction.

The State-Trait Anxiety Inventory for Children (STAIC) was used to measure anxiety. Only that portion of this inventory that measures anxiety trait was used in this study; it consists of 20 statements describing worries and anxieties that may be experienced by children of this age, to which the children respond as to whether it is true of them "hardly ever," "sometimes," or "often."

The children responded to a simple questionnaire ("About Myself and School"), in which they were asked to indicate their liking for school on a four point scale (4=very much, 3=quite a bit, 2=a little bit, 1=not at all) as well as to list their three favorite school subjects.

The Teachers' Rating Scale of Student Behavior was used by the classroom teacher to evaluate their students. This five-point scale is a composite of ten qualities, on each of which the teacher rates the child as outstanding (5), above average (4), average (3), below average, (2), or much below average (1).

The ten qualities are (1) Overall School Achievement (competency in school subjects; (2) Overall School Conduct (ability to accept and respect rules and requirements of the school community); (3) Social Maturity and Leadership (ability to handle social responsibilities in school); (4) Motor Control (capacity for coordination and control of motor activity of the body); (5) Concentration and Attention Span (ability to focus on school tasks without being distracted); (6) Ability to Handle Stress (ability to meet daily problems of school life with calmness and without excessive emotional outbursts, irritability, or anxiety); (7) Ability to Achieve Relaxation and Freedom from Undue Tension (8) Ability to Relate Well and Be Liked and Accepted by Others (cooperative, positive relations without overly withdrawn or agressive behavior or excessive negativeness and hostility); (9) Positiveness of Attitudes and Feelings Toward Self (self-confidence, pride in achievements, positive self-image); (10) Motivation to Learn (willingness to expend effort to master school tasks).

The teachers were also asked to rate each child on the Behavior Rating Form (BRF) developed by Coopersmith (1967) for his study on antecedents of self-esteem. This 13-item, five-point scale refers to such behavior as the child's reactions to failure, self-confidence in a new situation, sociability with peers, and the need for encouragement and reassurance.

On the Piers-Harris Self-Concept Scale the group mean was at the 66th percentile, indicating a positive self-concept. The correlation between scores at the beginning and at the end of the school year were quite high (.70), supporting the belief that by age 9 or 10 children have achieved considerable stability in their concept of themselves. There seemed to be a clear trend for boys to score slightly higher than girls. (Table 1, p. 13).

On the State-Trait Anxiety Scale for Children (STAIC) the mean scores were at approximately the 50th percentile, indicating that these children acknowledged an average amount of anxiety. As was anticipated, anxiety was negatively correlated with self-concept. Other studies (Millen, 1966 and Lipsitt, 1958) have also obtained substantial negative correlations between self-concept and anxiety, (Table 2, p. 13).

The children showed a decreased liking for school at the end of the school year than at the beginning of the school year, and these were moderate correlations between liking for school and self-concept. (Table 3, p. 13).

The school subjects and activities most preferred in the 4th grade were physical education, math, art, and recess. (Tables 4 and 5, pp. 14-15).

The mean scores on the Teachers' Rating Scale of Student Behavior indicated an evaluation of the students as slightly above average, with a high degree of consistency (r = .75) between the beginning and the end of the school year. There is a clear-cut pattern for the girls to be rated higher by their teachers than the boys, and this was also true on the Behavior Rating Form (BRF), which asks the teacher to rate the students on

very specific behaviors. The Teachers' Rating Scale of Student Behavior, both the total scale and the subscales, tended to correlate positively with self-concept scores. Academic achievement is positively correlated with self-concept for girls, but not for boys. Similarly, motivation to learn (willingness to expend effort to master school tasks) is positively correlated with self-concept for girls, but not for boys. On the BRF the highest correlation is the girls' self-concept with the rating of being valued and chosen by others. (Tables 6-10, pp. 17-20).

5th Grade Findings

The results of the testing in the 5th grade were similar in pattern to the 4th grade. The trend for the boys to score higher than the girls in self-concept is more pronounced. This was true for the total score as well as for the subscale scores. The correlation of the 5th grade with the 4th grade scores is quite high (.72). There are moderately high negative correlations with the anxiety inventory. (Tables 1, 2, and 5, pp. 21-22).

In the 5th grade two additional measures were introduced: a measure of educational and vocational aspirations and a sociometric indicator of the number of choices received from classmates. Liking for school and sociometric choices were positively correlated with self-concept in girls, Tables 3 and 4, pp. 21-22). The teacher ratings continue the pattern of higher ratings for the girls, but show somewhat higher correlations with self-concept in boys than in girls. (Tables 6 and 7, pp. 23-24). Educational aspirations showed a predominant choice for finishing college in both boys and girls. (Table 8, p. 24).

Math has become the most preferred subject for both boys and girls, followed by physical education, recess and art. The vocational choices show different patterns for boys and girls. For boys the overwhelming choice is athlete, followed by entertainer. For girls the first choice is entertainer, followed by teacher and nurse. (Tables 9 and 10, pp. 25-26).

6th Grade Findings

In the 6th grade the pattern of the previous two grades continue. Self-concept scores are above average, with the boys higher than the girls show high correlations (.78) with the 5th grade, and show moderate negative correlations with the anxiety inventory. Anxiety scores are somewhat higher for girls than boys, and this is also true on the anxiety subscale of the self-concept sc. Self-concept is positively correlated with liking for school and sociometric choices received for girls, but not for boys. Girls continue to be rated higher than boys by their teachers, and there are low positive correlations of teachers' ratings with self-concept for both boys and girls. The majority of children express a desire to finish college, although a greater percentage of boys express this (62 percent) than girls (55 percent). Tables 1-8, pp. 28-31).

The preferred school subjects and activities are physical education, math, and recess for boys, with math an overwhelming choice for girls, followed by physical education and recess. (Table 9, p. 32). The predominant vocational choice expressed by the boys continues to be athlete, followed by a choice of various professional occupations. For girls the predominant choice continues

to be entertainer, followed by teacher, and doctor (which now surpasses the choice for nurse). (Table 10, p. 33).

In the 6th grade, an experimental questionnaire on ethical and moral issues was administered, in which the children were presented with a statement and asked to make a judgment of its relative importance for them (very important, somewhat important, not important). The responses were clearly on the side of ethically and morally acceptable behavior, with the girls showing consistently more positive responses than the boys, the largest discrepancies being in response of "very important" to the statement, "Doing what I think is right, even if nobody else agrees" — boys 61 percent, girls 79 percent, and to the statement, "Telling the truth, even if it means getting punished" -- boys 74 percent, girls 86 percent. (Tables 12-21, pp, 35-38).

7th and 8th Grade Findings

In the 7th grade the students only completed a brief questionnaire related to school and their vocational aspirations. In the 8th grade the students, in addition to the questionnaire on school attitudes and vocational aspirations, completed the Offer Self-Image Questionnaire for Adolescents (OSIQ), a 130-item questionnaire with 11 scales: Impulse Control, Emotional Tone, Body and Self-Image, Social Relationships, Morals, Sexual Attitudes, Family Relationships, External Mastery, Vocational and Educational Goals, Psychopathology, and Superior Adjustment. These 11 scales can in turn be clustered into five dimensions: The psychological, social, sexual, family, and coping selves. The scale items were conceptually derived and based upon theories of adolescent self-concept as well as previous research. Test-retest and internal reliabilities have been reported as moderate to high. The content validity of most items seems quite high, and concurrent validity is reported on the basis of moderate to high correlations with other instruments (Bell Inventory, MMPI, Tennessee). Each item in the OSIQ ensists of a statement either phrased positively or negatively, to which the adolescent responds with a Likert-type scale ranging from "describes me very well" to "does not describe me at all." The following are examples of some of the items and the scales of which they are a part: "I keep an even temper most of the time." (Impulse Control). "My feelings are easily hurt." (Emotional Tone). "I am proud of my body." (Body and Self-Image). "I enjoy most parties I go to." (Social Relationships). "Telling the truth means nothing to me." (Morals). "A job well done gives me pleasure." (Vocational and Educational Goals). "Sexually I am way behind." (Sexual Attitudes). "I feel that I have a part in making family decisions." (Family Relationships). "When I decide to do something I do it." (Mastery of the External World). "I am confused most of the time." (Psychopathology). "Our society is a competitive one and I am not afraid of it." (Superior Adjustment).

Another approach to self-concept is through self-descriptions. The 8th graders completed a form "About Myself," which asked them to "Please write below five statements about yourself that would best describe the kind of person you are to someone who does not know you." These statements were scored as positive or negative physical, positive or negative mental, positive or negative social skills, positive or negative athletic abilities, positive or negative personality qualities, other positive or negative qualities, and other neutral statements., A Total Self-Description score was obtained by rating a positive statement as 2, a neutral statement as 1, and a negative statement as 0, giving a possible range of total self-description scores from 0 to 10.

The 7th and 8th grade data covers the period of early adolescence, and in order to gain more insight into the psychological, physical, and educational transitions which this group of youngsters are undergoing, answers to the following questions were sought:

(1) Do these adolescents maintain their generally positive self-concepts of the elementary school years in the more complex and challenging environment of the middle school? Is this true for various aspects of the self?

(2) Do the sex differences in self-concept indicated in the elementary school years become more pronounced in adolescence?

(3) Are the levels of academic achievement in elementary school maintained in Junior High School? Are there reversals? Do new academic preferences become evident? Are new activities and interests shown?

(4) Do the educational and vocational aspirations expressed in middle school show a greater degree of reality testing compared to the high degree of fantasy expressed in elementary school? Do sex differences become more divergent in adolescence?

On the OSIQ the standard scores of the East Cleveland students for the the total group ranged from 49 to 56, for males from 48 to 58, and for females from 47 to 62. This would indicate somewhat above average self-image scores. This continues the pattern of the elementary school years. The pattern of boys scoring more positively than girls, which was true in the elementary school grades, is no longer evident in the 8th grade. In fact, on the Body and Self-Image Scale and on the Psychopathology Scale the girls scored significantly better than the boys. The Ashtabula students, particularly the girls, scored generally lower in self-image than the East Cleveland students. This was most apparent in the Body and Self-Image Scale, the Vocational and Educational Goals Scale, the Psychopathology Scale, and the Superior Adjustment Scale. (Table 1, p. 39). Research by Peterson, Offer, and Kaplan (1979) indicated that rural youth tended to report lower self-concepts than their more urban counterparts. In both schools the individual scale scores are positively correlated with one another, but the Sexual Attitudes Scale and the Morals Scale show the lowest intercorrelations. One could speculate that these two areas pose new developmental demands on the adolescent and are less integrated into the total self-concept. (Tables 2 and 3, pp. 40-41).

The major dimensions and Mean Self-Image of the OSIQ showed moderate positive correlations with the 6th grade scores on the Piers-Harris Self-Concept Scale. There are also low positive correlations with the 6th grade teachers' ratings. (Tables 4 and 5, p. 42). These correlations support the motions of continuity of self-concept even with the psychological and physical transitions of adoescence.

Preferred school subjects in the 7th and 8th grades show some continuity with the earlier grades and some interesting changes. In both 7th and 8th grades, for both boys and girls in East Cleveland, math continues to be the most preferred subject. In the 7th grade for both boys and girls language arts is the next preferred subject, followed by physical education for the boys and science for the girls, then science for the boys and physical education for the girls. In the 8th grade, next to math, the most preferred subjects for boys are science, social studies, and physical education, and for girls, language arts, social studies, and physical education. Physical education seems to have receded in popularity, and science, social studies, and language arts which were unpre-

ferred in the earlier grades, are now increasingly chosen. A comparison with the 8th grades in Ashtabula showed a somewhat similar pattern, with science most preferred, followed by math and social studies. In neither group was there any substantial preference for subjects such as shop, cooking, etc. or for art and music, which had been popular subjects in the elementary school. (Tables 8 and 9, pp. 45-46, Table 16, p. 50).

The vocational choices expressed in the 7th and 8th grades also show some continuity with the earlier grades, but also some new preferences. Boys in both the 7th and 8th grades expressed an overwhelming vocational choice for athlete. However, in both the 7th and 8th grades there are preferences expressed for blue collar occupations, in the 7th grade for doctor, and in the 8th grade for lawyer and technical occupations. The blue collar and technical choices were not expressed by boys in the earlier grades. In the 7th grade the girls' choices were for nurse, entertainer, and doctor, in that order; but in the 8th grade the choice of doctor surpasses both nurse and entertainer, which were equally chosen, followed by the professional, other category. The Ashtabula students showed a somewhat different pattern of choices, with technical, artist, and service occupations most frequently chosen by the boys, and professional other, veterinarian, secretary, and teacher most frequently chosen by the girls. The categories of athlete and entertainer were relatively unchosen by this group. (Tables 6 and 7, pp. 43-44, Table 15, p. 49).

Liking for school was very similar in the 7th and 8th grades to the 6th grade and showed moderate correlations with the 6th grade, especially for girls. Educational aspirations in the 7th and 8th grades were also similar to the 6th grade, with a majority of the students expressing a desire to finish college, and again showing moderate correlations with the 6th grade, especially for girls. In both the 7th and 8th grades the students appraised their school performance as, on the average, doing quite well. There was little correlation, however, between these academic self-appraisals and their 6th grade teachers' ratings of their achievement. (Tables 10, 11, and 12, p. 47).

The remaining data analyses focussed on correlations between the OSIQ mean self-image score and the Total Self-Description Score, the Liking for School Score, the Educational Aspirations Score, the Self-Appraisal of School Performance Score, and the 6th grade measures of socimetric choices and the anxiety scale. For boys the 6th grade socimetric choices score was moderately correlated with the OSIQ Mean Self-Image Score, but not with the Total Self-Description Score. For girls there were moderate correlations between socimetric choices and both the Mean Self-Image Score and the Total Self-Description Score. The same pattern was evidenced with the 6th grade anxiety score. For boys there was a moderate negative correlation between anxiety and Mean Self-Image but not with Total Self-Description Score, while for the girls there were moderate negative correlations with both scores. (Table 14, p. 48).

The Mean Self-Image Score in boys was moderately correlated with the 8th grade measures of Educational Aspirations, Self-Appraisal of School Performance, and Total Self-Description, but not with Liking for School. In girls the Mean Self-Image Score was moderately correlated with Liking for School, Self-Appraisal of School Performance, and Total Self-Description, but not with Educational Aspirations. In Ashtabula the boys showed high correlations between Mean Self-Image and Educational Aspirations and Total Self-Description, while the girls showed moderate correlations between Mean Self-Image and Self-Appraisal of School Performance and Total Self-Description. (Table 13, p. 48).

Conclusions

The consistency of the self-concept scores over the years that this group has been studied lends support to the theory that self-concept is a stable, central core of the personality. The generally positive self-concept scores in this group of minority children agrees with previous research with other samples of minority children. The changes noted in their academic and vocational choices are in keeping with the changes in their school environment and the social and cognitive developments associated with adolescence. It is hoped to retest these children in the 10th grade, at which time they will be making many important decisions affecting their future educational and vocational careers. This will make possible the study of the relation of self-concept to these decisions in the light of both maturational and environmental or situational factors, and further our understanding of the process by which children persist and change in the value they place on themselves and other significant aspects of their environment.

GB/ds
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TABLE 1

The Piers-Harris Self-Concept Scale

	Time 1				Time 2				r(time 1-time 2)	
	N	Mean	SD	t value M/F	N	Mean	SD	t value M/F	N	r
M	87	60.01	10.44		85	60.85	9.81		79	.71**
F	74	57.05	10.19	1.81	73	57.38	11.98	2.00*	68	.67**
TOT	161	58.65	10.40		158	59.25	10.98		147	.70**

Note: Possible range of scores: 0-80
*p<.05
**p<.001

TABLE 2

The State-Trait Anxiety Inventory For Children(STAIC)

	Time 1					Time 2					r(time 1 time 2)	
	N	Mean	SD	t test M/F	r with self-concept	N	Mean	SD	t test M/F	r with self-concept	N	r
M	87	37.90	6.20		-.41**	85	36.02	7.33		-.52**	79	.46**
F	74	38.54	5.59	-0.70	-.45**	73	37.04	6.56	-0.91	-.54**	68	.47**
TOT	161	38.19	5.79		-.43**	158	36.49	6.98		-.53**	147	.47**

Note: Possible range of scores: 20-80
**p <.001

TABLE 3

Liking For School Scale

	Time 1				Time 2				r(time 1-time 2)	
	N	Mean	SD	t value M/F	N	Mean	SD	t value M/F	N	r
M	85	3.11	1.09		85	2.71	1.22		77	.45**
F	74	3.35	1.01	-1.46	73	2.92	1.22	-1.09	68	.36**
TOT	159	3.22	1.06		158	2.80	1.22		145	.41**

Note: Possible range of scores: 1-4
**p <.001

TABLE 4

Most Preferred School Subjects or Activities

Time 1

	1st choice			2nd choice			3rd choice		
	Males N=85	Females N=74	Total N=161	Males N=87	Females N=73	Total N=160	Males N=86	Females N=73	Total N=159
Reading	5.7	16.2	10.6	2.3	4.1	3.1	7.0	8.2	7.5
Recess	16,1	8.1	12.4	10.3	11.0	10.6	17.4	13.7	15.8
Math	19.5	27.0	23.0	18.4	13.7	16.2	5.8	9.6	7.5
Music	4.6	1.4	3.1	5.7	6.8	6.3	12.8	11.0	11.9
Soc.Studies	-	-	-	-	2.7	1.2	1.2	1.4	1.3
Health	1.1	1.4	1.2	3.4	1.4	2.5	2.3	1.4	1.9
Science	4.3	1.4	3.1	1.1	5.5	3.1	8.1	2.7	5.7
Phys.Ed.	26.9	27.0	28.0	29.9	23.3	26.9	12.8	17.8	15.1
Language	-	-	-	2.3	4.1	3.1	2.3	1.4	1.9
Writing	1.1	1.4	1.2	6.9	5.5	6.3	5.8	2.7	4.4
Art	14.9	12.2	13.7	16.1	13.7	15.0	19.8	17.8	18.9
Spelling	3.4	4.1	3.7	3.4	8.2	5.6	4.7	12.3	8.2
Other	-	-	-	-	-	-	-	-	-

Note: The numbers refer to percentage of children making that choice.

TABLE 5

Most Preferred School Subjects or Activities

Time 2

	1st choice			2nd choice			3rd choice		
	Males N=86	Females N=73	Total N=159	Males N=86	Females N=73	Total N=159	Males N=85	Females N=73	Total N=158
Reading	7.0	8.2	7.5	7.0	6.8	6.9	4.7	8.2	6.3
Recess	18.6	16.4	17.6	15.1	15.1	15.1	15.3	11.0	13.3
Math	17.4	23.3	20.1	14.0	9.6	11.9	14.1	11.0	12.7
Music	3.5	6.8	5.0	3.5	8.2	5.7	3.5	5.5	4.4
Soc.Studies	-	-	-	1.2	-	0.6	2.4	4.1	3.2
Health	1.2	2.7	1.9	4.7	-	2.5	2.4	4.1	3.2
Science	2.3	-	1.3	4.7	1.4	3.1	4.7	1.4	3.2
Phys.Ed.	30.2	20.5	25.8	24.4	30.1	27.0	18.8	20.5	19.6
Language	1.2	1.4	1.3	-	2.7	1.3	3.5	1.4	2.5
Writing	-	-	-	3.5	2.7	3.1	2.4	4.1	3.2
Art	10.5	12.3	11.3	12.8	12.3	12.6	22.4	20.5	21.5
Spelling	3.5	2.7	3.1	5.8	5.5	5.7	2.4	4.1	3.2
Other	4.7	5.5	5.0	3.5	5.5	4.0	3.5	4.1	3.8

Note: The numbers refer to percentage of children making that choice.

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TABLE 6

Teachers Rating Scale of Student Behavior(time 1)

		Total N=162	Male N=88	Female N=74	t value male/female
Total Scale	Mean SD	32.47 7.02	30.82 6.85	34.43 7.10	-3.37**
Achievement	Mean SD	3.05 1.02	2.90 0.95	3.90 1.08	-2.17*
Conduct	Mean SD	3.58 1.02	3.35 1.05	3.85 0.92	-3.19*
Maturity	Mean SD	3.20 0.97	2.97 0.93	3.46 0.92	-3.33**
Motor	Mean SD	3.33 0.88	3.18 0.88	3.51 0.85	-2.43*
Attention	Mean SD	3.03 0.97	2.77 0.91	3.32 0.95	-3.77**
Stress	Mean SD	3.14 0.82	2.95 0.80	3.35 0.80	-2.14*
Relax	Mean SD	3.09 0.73	2.99 0.69	3.22 0.76	-2.00*
Others	Mean SD	3.44 0.88	3.34 0.87	3.55 0.89	-1.53
Confidence	Mean SD	3.26 0.75	3.20 0.68	3.34 0.82	-1.13
Effort	Mean SD	3.35 0.84	3.16 0.74	3.58 0.89	-3.29**

Note: Possible range of scores for total is 10-50, for individual scales, 1-5.

*$p < .05$

**$p < .001$

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TABLE 7

Teachers Rating Scale of Student Behavior(time 2)

		Total N=160	Male N=86	Female N=74	t value male/female
Total Scale	Mean SD	32.42 7.20	30.92 7.11	34.16 6.93	-2.91*
Achievement	Mean SD	3.08 1.11	2.89 1.08	3.30 1.11	-2.38*
Conduct	Mean SD	3.49 1.08	3.18 1.34	3.80 0.91	-3.74**
Maturity	Mean SD	3.20 0.95	2.99 0.93	3.45 0.92	-3.11*
Meter	Mean SD	3.26 0.70	3.21 0.75	3.31 0.64	-0.94
Attention	Mean SD	3.17 0.99	2.94 0.97	3.45 0.97	-3.29**
Stress	Mean SD	3.23 0.91	3.08 0.92	3.39 0.87	-2.19*
Relax	Mean SD	3.16 0.70	3.07 0.68	3.26 0.72	-1.70
Others	Mean SD	3.26 0.80	3.15 0.77	3.38 0.82	-1.82
Confidence	Mean SD	3.25 0.82	3.22 0.79	3.28 0.87	-0.48
Effort	Mean SD	3.34 0.98	3.16 0.99	3.55 0.91	-2.59*

Note: Possible range of scores for total is 10-50, for individual scales, 1-5.

*$p < .05$

**$p < .001$

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TABLE 8

Behavior Rating Form Scale(BRF)

		Total N=162	Male N=88	Female N=74	t value male/female
Total	Mean	30.31[1]	30.63[1]	28.54[3]	2.56*
	SD	7.04[1]	6.86[1]	6.94[3]	
Adapts easily	Mean	2.40	2.47	2.31	1.10
	SD	0.89	0.93	0.84	
Hesitates to express opinions	Mean	2.54	2.60	2.46	0.92
	SD	0.99	1.01	0.95	
Pouts when fails or if in stress	Mean	2.39	2.64	2.09	3.52**
	SD	1.01	1.02	0.92	
Often chosen by others	Mean	2.62	2.72	2.51	1.52
	SD	0.85	0.84	0.85	
Alarmed easily	Mean	1.97	2.09	1.82	2.91*
	SD	0.62	0.64	0.56	
Seeks support	Mean	2.51	2.47	2.55	-0.64
	SD	1.09	0.79	0.95	
If criticized becomes aggressive or withdrawn	Mean	2.28	2.57	1.93	3.84**
	SD	1.09	1.12	0.96	
Depreciates schoolwork activities, etc.	Mean	2.10[1]	2.12[2]	2.07[3]	0.30
	SD	0.93[1]	0.89[2]	0.98[3]	
Confidence in action	Mean	2.73	2.82	2.62	1.28
	SD	0.98	1.01	0.93	
Sense of self-esteem	Mean	2.75	2.86	2.61	1.64
	SD	0.99	0.97	1.00	
Publically brag	Mean	1.78	1.86	1.69	1.41
	SD	0.79	0.76	0.81	
Bully other children	Mean	1.83	2.03	1.59	2.85*
	SD	0.98	1.02	0.92	
Seeks attention by speaking out	Mean	1.94	2.15	1.83	2.89*
	SD	0.99	1.06	0.98	

Note: Possible range of scores: total,39-13; Individual items,5-1

*$p < .05$

**$p < .001$

[1]These scores are based on an n of 133.

[2]These scores are based on an n of 76.

[3]These scores are based on an n of 57.

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TABLE 9

Correlations: Teacher's Scale of Student Behavior With Piers-Harris Self-Concept Scale

	Time 1			Time 2		
	Total N=161	Male N=87	Female N=74	Total N=156	Male N=84	Female N=72
Total Scale	.23*	.19*	.38**	.30**	.30*	.40**
Achievement	.24**	.16	.38**	.23*	.13	.41**
Conduct	.09	.11	.15	.15*	.20*	.23*
Maturity	.22*	.17	.38**	.20*	.28*	.23*
Motor	.17*	.12	.30*	.25**	.25*	.29*
Attention	.24**	.23*	.37**	.17*	.07	.37**
Stress	.13*	.15	.19*	.32**	.40**	.33*
Relax	.08	.12	.10	.32**	.47**	.24*
Others	.16*	.09	.28*	.24**	.29*	.35**
Confidence	.30**	.20*	.44**	.39**	.41**	.39**
Effort	.19*	.11	.35**	.13	.08	.26*

*p < .05
**p < .001

TABLE 10

Correlations: Behavior Rating Form(BRF) with Piers-Harris Self-Concept Scale(time 2)

	N	Total	N	Male	N	Female
Total scale	131	-.20*	74	-.23*	57	-.27*
Adapts easily	157	-.26**	85	-.29*	72	-.28*
Hesitates to express opinions	157	-.13*	85	-.16	72	-.13
Pouts when fails of if in stress	157	-.17*	85	-.29*	72	-.16
Often chosen by others	157	-.21*	85	-.10	72	-.37**
Alarmed easily	157	-.06	85	-.04	72	-.17
Seeks support	157	-.29**	85	-.26*	72	-.31*
If criticized becomes aggressive or withdrawn	157	-.14*	85	-.22*	72	-.19
Deprecates school work activities, etc.	131	-.09	74	-.05	57	-.16
Confidence in action	157	-.21*	85	-.17	72	-.30*
Sense of self-esteem	157	-.19*	85	-.19*	72	-.24*
Publically brags	157	-.09	85	-.03	72	.16
Bullies other children	157	-.07	85	.01	72	.06
Seeks attention by speaking out	157	-.03	85	-.13	72	.12

*$p < .05$
**$p < .001$

TABLE 1

The Piers-Harris Self-Concept Scale

	4th Grade				5th Grade				r(4th grade-5th grade)	
	N	Mean	SD	t value M/F	N	Mean	SD	t value M/F	N	r
M	85	60.85	9.81		110	62.40	11.55		71	.73***
F	73	57.38	11.98	2.00*	92	55.89	14.29	3.58***	58	.69***
TOT	158	59.25	10.98		202	59.44	13.24		129	.72***

*p<.05
**p<.01
***p<.001

Note: Possible range of scores: 0-80

TABLE 2

The State-Trait Anxiety Inventory For Children(STAIC)

	4th Grade					5th Grade					r(4th Grade-5th Grade)	
	N	Mean	SD	t value M/F	r with self-concept	N	Mean	SD	t value M/F	r with self-concept	N	r
M	85	36.02	7.33		-.52***	109	35.36	7.60		-.62***	70	.56***
F	73	37.04	6.56	-0.91	-.54***	93	38.59	6.76	-3.17**	-.47***	58	.30*
TOT	158	36.49	6.98		-.53***	202	36.85	7.39		-.56***	128	.47***

*p<.05
**p<.01
***p<.001

Note: Possible range of scores: 20-80

TABLE 3

Liking For School Scale

	4th Grade				5th Grade				r(4th Grade-5th Grade)	
	N	Mean	SD	t value M/F	N	Mean	SD	t value M/F	N	r
M	85	2.71	1.22		109	3.10	0.92		69	.27*
F	73	2.92	1.22	-1.09	92	3.10	1.06	0.02	58	.48***
TOT	158	2.80	1.22		201	3.10	0.99		127	.37***

*p<.05
**p<.01
***p<.001

Note: Possible range of scores: 1-4

TABLE 4

Correlations between Total Self-Concept Scale and Liking For School Scale(Like), Sociometric Choices Scale(Socion.),Educational Aspirations Scale(Ed.Aspr.),and State Trait Anxiety Scale(Feel)

	Like		Socion.		Ed. Aspr.		Feel	
	N	r	N	r	N	r	N	r
M	109	.08	110	.15	110	.13	109	-.62***
F	91	.24*	92	.25**	92	.06	92	-.47***
TOT	200	.16*	202	.18**	202	.08	201	-.56**

*p<.05
**p<.01
***p<.001

TABLE 5

Subscales Of The Piers-Harris Self-Concept Scale(5th Grade)

		Total N=202	Male N=110	Female N=92	t value M/F
Behavior	Mean SD	12.79 2.78	13.20 2.45	12.30 3.01	2.30*
Status	Mean SD	13.04 3.21	13.72 3.00	12.22 3.26	3.40**
Physical Appearence	Mean SD	9.56 3.13	10.09 2.97	8.92 3.22	2.68**
Anxiety	Mean SD	9.77 3.49	10.78 2.94	8.55 3.73	4.75***
Popularity	Mean SD	8.10 2.93	8.58 2.70	7.53 3.10	2.57*
Happiness	Mean SD	8.32 2.15	8.63 1.78	7.96 2.48	2.23*

*p .05
**p .01
***p .001

TABLE 6

Teachers Rating Scale of Student Behavior(5th Grade)

		Total N=207	Male N=114	Female N=93	t value M/F
Total Scale	Mean SD	31.49 7.21	30.20 7.15	33.04 7.00	-2.85**
Achievement	Mean SD	3.06 0.95	2.88 0.95	3.29 0.89	-3.20**
Conduct	Mean SD	3.30 0.93	3.19 0.93	3.42 0.93	-1.75
Maturity	Mean SD	3.06 0.95	2.89 0.98	3.27 0.87	-2.94**
Meter	Mean SD	3.41 0.64	3.46 0.64	3.34 0.63	1.26
Attention	Mean SD	2.98 0.95	2.80 1.00	3.18 0.82	-2.97**
Stress	Mean SD	2.96 0.90	2.84 0.86	3.11 0.94	-2.12*
Relax	Mean SD	2.99 0.87	2.87 0.86	3.12 0.87	-1.92
Others	Mean SD	3.29 0.91	3.18 0.91	3.41 0.90	-1.78
Confidence	Mean SD	3.28 0.91	3.12 0.90	3.47 0.88	-2.81**
Effort	Mean SD	3.18 0.99	2.97 1.02	3.43 0.89	-3.40**

*p<.05
**p<.01
***p<.001

Note: Possible range of scores for total is 10-50, for individual scales, 1-5

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TABLE 7

Correlations: Teacher's Scale of Student Behavior With Piers-Harris Self-Concept Scale

	4th Grade			5th Grade		
	Total N=156	Male N=84	Female N=72	Total N=200	Male N=110	Female N=90
Total Scale	.30**	.30*	.40**	.18**	.30**	.19*
Achievement	.23*	.13	.41**	.22**	.28**	.31**
Conduct	.15*	.20*	.23*	.07	.15	.08
Maturity	.20*	.28*	.23*	.15*	.22*	.20*
Motor	.25**	.25*	.29*	.10	.07	.10
Attention	.17*	.07	.37**	.19**	.30**	.23*
Stress	.32**	.40**	.33**	.15*	.23**	.16
Relax	.32**	.47**	.24*	.10	.22**	.05
Others	.24**	.29*	.35**	.12*	.26**	.05
Confidence	.39**	.41**	.39**	.15*	.27**	.17
Effort	.13	.08	.26*	.17**	.29**	.20*

*p<.05
**p<.01
***p<.001

TABLE 8

5th Grade Educational Aspirations(percentages)

	Total N=203	Male N=110	Female N=93
Age 16(1)	5.9	7.3	4.3
High school(2)	17.2	16.4	18.3
2 yr. college(3)	16.3	18.2	14.0
Finish College(4)	60.1	58.2	62.4
Mean	3.30	3.27	3.32
SD	.99	.99	.99

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TABLE 9

Most Preferred School Subjects or Activities(5th Grade)

	1st choice			2nd choice			3rd choice		
	Males N=110	Females N=93	Total N=203	Males N 110	Females N=93	Total N=203	Males N=110	Females N=93	Total N=203
Reading	4.5	12.9	8.4	7.3	4.3	5.9	5.5	7.5	6.4
Recess	15.5	8.6	12.3	15.5	9.7	12.8	9.1	15.1	11.8
Math	32.5	31.2	32.0	19.1	20.4	19.7	11.8	9.7	10.8
Music	0.9	2.2	1.5	5.5	-	3.0	2.7	1.1	2.0
Soc.Studies	2.7	-	1.5	2.7	9.7	5.9	1.8	3.2	2.5
Health	-	1.1	0.5	0.9	3.2	2.0	4.5	3.2	3.9
Science	3.6	4.3	3.9	3.6	3.2	3.4	7.3	5.4	6.4
Phys.Ed.	27.3	14.0	21.2	19.1	11.8	15.8	22.7	25.8	24.1
Language	0.9	2.2	1.5	-	2.2	1.0	3.6	2.2	3.0
Writing	1.8	-	1.0	-	3.2	1.5	-	1.1	0.5
Art	4.5	2.2	3.4	15.5	11.8	13.8	16.4	10.8	13.8
Spelling	1.8	9.7	5.4	1.8	12.9	10.3	6.4	6.5	6.4
Library	-	3.2	1.5	0.9	6.5	3.4	7.3	3.2	5.4
Other	3.6	8.6	5.9	1.8	1.1	1.5	0.9	5.4	3.8

Note: The numbers refer to percentage of children making that choice.

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TABLE 10

5th Grade Vocational Choices

	1st choice			2nd choice			3rd choice		
	Males N=110	Females N=93	Total N=203	Males N=110	Females N=93	Total N=203	Males N=110	Females N=93	Total N=203
Archeology	0.9	-	0.5	0.9	-	0.5	1.8	-	1.0
Athlete	31.8	1.1	17.7	28.2	3.2	16.7	24.5	5.4	15.8
Artist	2.7	1.1	2.0	6.4	1.1	3.9	-	2.2	1.0
Banker	-	-	-	-	-	-	0.9	-	0.5
Blue Collar	1.8	1.1	1.5	3.6	1.1	2.5	2.7	2.2	2.5
Business	1.8	1.1	1.5	4.5	3.2	3.9	1.8	4.3	3.0
Doctor	3.6	10.8	6.9	6.4	4.3	5.4	6.4	2.2	4.4
Doctor-Specialist	0.9	2.2	1.5	0.9	3.2	2.0	0.9	1.1	1.0
Entertainer	5.5	15.1	9.9	10.0	15.1	12.3	10.0	23.7	16.3
Fireman	4.5	-	2.5	3.6	-	2.0	2.7	-	1.5
Lawyer	6.4	7.5	6.9	1.8	6.5	3.9	-	2.2	1.0
Military	0.9	-	0.5	-	1.1	0.5	-	-	-
Nurse	0.9	17.2	8.4	-	9.7	4.4	0.9	6.5	3.4
Police	6.4	1.1	3.9	2.7	1.1	2.0	7.3	3.2	5.4
Political Office	1.8	2.2	2.0	1.8	-	1.0	1.8	1.1	1.5
Professional-Other	4.5	3.2	3.9	10.0	-	5.4	8.2	2.2	5.4
Sales	-	1.1	0.5	0.9	4.3	2.5	1.8	4.3	3.0
Scientist	5.5	1.1	3.4	2.7	1.1	2.0	4.5	1.1	3.0
Secretary	0.9	5.4	3.0	-	2.2	1.0	0.9	5.4	3.0
Service	0.9	7.5	3.9	-	5.4	2.5	-	5.4	2.5
Teacher	3.6	10.8	6.9	6.4	25.8	15.8	7.3	10.8	8.9
Truck Driver	4.5	1.1	3.0	4.5	1.1	3.0	4.5	-	2.5
Veterinarian	1.8	2.2	2.0	-	3.2	1.5	0.9	1.1	1.0
Father	0.9	-	0.5	0.9	-	0.5	-	-	-
Housewife	-	-	-	-	1.1	0.5	1.8	5.4	3.4
Husband	0.9	-	0.5	0.9	-	0.5	-	-	-
Mother	-	3.2	1.5	-	1.1	0.5	-	3.2	1.5
Miscellaneous	3.6	1.1	2.5	0.9	3.2	2.0	1.8	4.3	3.0
Misc. Non-Occupation	2.7	3.2	3.0	1.8	2.2	2.0	5.5	3.2	4.4

Note: The numbers refer to percentage of children making that choice.

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TABLE 11

Sociometric Choices

Number of Choices	Total N=210	Males N=113	Females N=96
0	15.2	15.9	14.6
1	13.8	16.8	10.4
2	21.9	21.2	22.9
3	15.7	16.8	14.6
4	14.3	11.5	17.7
5	10.0	8.0	11.5
6	2.4	1.8	3.1
7	1.9	2.7	1.0
8	1.9	0.9	3.1
9	1.0	0.9	1.0
10	1.4	2.7	-
12	0.5	0.9	-
Mean	2.83		
SD	2.26		

TABLE 1

The Piers-Harris Self-Concept Scale

	5th Grade				6th Grade				r(5th grade-6th grade)	
	N	Mean	SD	t-value M/F	N	Mean	SD	t-value M/F	N	r
M	110	62.40	11.55		109	62.17	11.52		88	.73***
F	92	55.89	14.29	3.58***	86	58.26	13.12	2.21*	76	.80***
TOT	202	59.44	13.24		195	60.45	12.42		164	.78***

*p<.05
**p<.01
***p<.001

Note: Possible Range of Scores: 0-80

TABLE 2

The State-Trait Anxiety Inventory For Children(STAIC)

	5th Grade					6th Grade					r(5th grade-6th Grade)	
	N	Mean	SD	t-value M/F	r with self-concept	N	Mean	SD	t-value M/F	r with self-concept	N	r
M	109	35.36	7.60		-.62***	110	35.89	6.78		-.62***	89	.48***
F	93	38.59	6.76	-3.17**	-.47***	85	38.32	6.38	-2.34*	-.58***	75	.37**
TOT	202	36.85	7.39		-.56**	195	36.95	6.70		-.61***	164	.47***

*p<.05
**p<.01
***p<.001

Note: Possible Range Of Scores: 20-80

TABLE 3

Liking For School Scale

	5th Grade				6th Grade				r(5th grade-6th grade)	
	N	Mean	SD	t-value M/F	N	Mean	SD	t-value M/F	N	r
M	109	3.10	0.92		110	2.86	0.93		89	.40***
F	92	3.10	1.06	0.02	86	2.80	0.97	0.45	75	.52***
TOT	201	3.10	0.99		196	2.84	0.95		164	.46***

*p<.05
**p<.01
***p<.001

Note: Possible Range Of Scores: 1-4

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TABLE 4

Correlations between Total Self-Concept Scale and Liking For School Scale(Like) Sociometric Choices Scale(Sociom.), Educational Aspirations Scale(Ed.Aspr.), and State Trait Anxiety Scale(Feel)-6th Grade

	Like		Sociom.		Ed. Aspr.		Feel	
	N	r	N	r	N	r	N	r
M	109	.14	108	-.02	108	.06	109	-.62***
F	85	.34**	86	.42***	85	-.05	85	-.59***
TOT	194	.24***	194	.11	193	.02	194	-.61***

*p<.05
**p<.01
***p<.001

TABLE 5

Subscales Of The Piers-Harris Self-Concept Scale(6th Grade)

		Total N=195	Male N=109	Female N=86	t value M/F
Behavior	Mean SD	12.94 2.82	13.05 2.69	12.80 3.06	0.61
Status	Mean SD	13.25 3.30	13.52 3.22	12.91 3.38	1.30
Physical Appearence	Mean SD	9.91 2.73	10.09 2.58	9.69 2.90	1.03
Anxiety	Mean SD	9.98 3.22	10.68 3.00	9.09 3.27	3.52**
Popularity	Mean SD	8.40 2.71	8.61 2.62	8.12 2.81	1.28
Happiness	Mean SD	8.57 1.96	8.68 1.90	8.43 2.04	0.88

*p<.05
**p<.01
***p<.001

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TABLE 6

Teachers Rating Scale of Student Behavior(6th Grade)

		Total N=203	Male N=115	Female N=88	t value M/F
Total Scale	Mean	31.77	30.33	33.65	-2.87**
	SD	8.31	7.88	8.52	
Achievement	Mean	2.99	2.77	3.28	-3.45**
	SD	1.09	1.08	1.04	
Conduct	Mean	3.39	3.23	3.60	-2.57*
	SD	1.05	1.08	0.98	
Maturity	Mean	3.11	2.98	3.28	-2.32*
	SD	0.93	0.93	0.91	
Motor	Mean	3.58	3.53	3.64	-0.89
	SD	0.84	0.85	0.82	
Attention	Mean	3.13	2.97	3.35	-2.57*
	SD	1.08	1.06	1.07	
Stress	Mean	3.10	3.02	3.22	-1.63
	SD	0.86	0.84	0.89	
Relax	Mean	3.08	3.02	3.17	-1.34
	SD	0.81	0.74	0.89	
Others	Mean	3.31	3.19	3.47	-2.03*
	SD	0.96	0.94	0.98	
Confidence	Mean	3.21	3.10	3.35	-1.84
	SD	0.96	0.90	1.02	
Effort	Mean	3.30	3.10	3.57	-3.16**
	SD	1.08	1.05	1.06	

*p<.05
**p<.01
***p<.001

Note: Possible Range of scores for totals is 10-50, for individual scales, 1-5

TABLE 7

Correlations: Teacher's Scale of Student Behavior With Piers-Harris Self-Concept Scale

	5th Grade			6th Grade		
	Total N=200	Male N=110	Female N=90	Total N=191	Male N=107	Female N=84
Total Scale	.18**	.30**	.19*	.24**	.23**	.32**
Achievement	.22**	.28**	.31**	.18**	.22*	.22*
Conduct	.07	.15	.08	.14*	.15	.21*
Maturity	.15*	.22*	.20*	.24***	.23**	.31**
Motor	.10	.07	.10	.15*	.19*	.12
Attention	.19**	.30**	.23*	.17**	.14	.27**
Stress	.15*	.23**	.16	.24***	.23**	.31**
Relax	.10	.22**	.05	.26***	.27**	.30**
Others	.12*	.26**	.05	.22**	.18*	.33**
Confidence	.15*	.27**	.17	.31***	.33***	.36***
Effort	.17**	.29**	.20*	.07	.24	.21*

*p<.05
**p<.01
***p<.001

TABLE 8

6th Grade Educational Aspirations(percentages)

	Total N=195	Male N=109	Female N=86
Age 16(1)	2.6	2.8	2.3
High School(2)	13.3	11.9	15.1
2 yr. College(3)	25.1	22.9	27.9
Finish College(4)	59.0	62.4	54.7
Mean	3.41	3.45	3.35
SD	0.82	0.81	0.82

TABLE 9

Most Preferred School Subjects or Activities(6th Grade)

	1st choice			2nd choice			3rd choice		
	Males N=110	Females N=86	Total N=196	Males N=110	Females N=86	Total N=196	Males N=110	Females N=86	Total N=196
Reading	6.4	7.0	6.6	5.5	8.1	6.6	9.1	2.3	6.1
Recess	21.8	10.5	16.8	11.8	10.5	11.2	10.0	10.5	10.2
Math	31.8	39.5	35.2	16.4	15.1	15.8	9.1	8.1	8.7
Music	3.6	4.7	4.1	5.5	3.5	4.6	3.6	3.5	3.6
Soc.Studies	1.8	1.2	1.5	4.5	1.2	3.1	2.7	3.5	3.1
Health	0.9	3.5	2.0	2.7	5.8	4.1	6.4	7.0	6.6
Science	1.8	3.5	2.6	5.5	3.5	4.6	8.2	5.8	7.1
Phys.Ed.	23.6	14.0	19.4	22.7	22.1	22.4	20.0	14.0	17.3
Language	0.9	1.2	1.0	1.8	4.7	3.1	1.8	5.8	3.6
Writing	1.8	2.3	2.0	2.7	2.3	2.6	0.9	5.8	3.1
Art	4.5	3.5	4.1	10.0	10.5	10.2	13.6	16.3	14.8
Spelling	-	8.1	3.6	10.0	10.5	10.2	11.8	11.6	11.7
Library	0.9	-	0.5	0.9	-	0.5	1.8	2.3	2.0
Other	-	1.2	0.5	-	2.3	1.0	0.9	3.5	2.0

Note:The numbers refer to percentage of children making that choice.

TABLE 10

6th Grade Vocational Choices

	1st choice			2nd choice			3rd choice		
	Males N=108	Females N=86	Total N=194	Males N=106	Females N=86	Total N=192	Males N=103	Females N=85	Total N=188
Archeology	-	-	-	-	-	-	-	-	-
Athlete	41.7	1.2	23.7	36.8	3.5	21.9	27.2	2.4	16.0
Artist	4.6	1.2	3.1	3.8	2.3	3.1	1.9	-	1.1
Banker	0.9	-	0.5	-	-	-	-	-	-
Blue Collar	0.9	-	0.5	5.7	2.3	4.2	4.9	1.2	3.2
Business	-	2.3	1.0	6.6	-	3.6	5.8	2.4	4.3
Doctor	7.4	10.5	8.8	5.7	8.1	6.8	4.9	9.4	6.9
Doctor-Specialist	0.9	5.8	3.1	0.9	2.3	1.6	-	1.2	0.5
Entertainer	4.6	20.9	11.9	7.5	16.3	11.5	6.8	17.6	11.7
Fireman	2.8	-	1.5	2.8	1.2	2.1	2.9	-	1.6
Lawyer	6.5	5.8	6.2	3.8	4.7	4.2	6.8	2.4	4.8
Military	0.9	-	0.5	-	-	-	-	-	-
Nurse	-	10.5	4.6	-	11.6	5.2	-	7.1	3.2
Police	1.9	1.2	1.5	3.8	1.2	2.6	1.9	-	1.1
Political Office	-	-	-	2.8	-	1.6	2.9	1.2	2.1
Professional-Other	10.2	3.5	7.2	4.7	9.3	6.8	14.6	10.6	12.8
Sales	-	1.2	0.5	0.9	2.3	1.6	-	4.7	2.1
Scientist	1.9	1.2	1.5	0.9	1.2	1.0	1.9	1.2	1.6
Secretary	-	8.1	3.6	-	7.0	3.1	-	7.1	3.2
Service	0.9	5.8	3.1	0.9	3.5	2.1	-	5.9	2.7
Teacher	1.9	10.5	5.7	3.8	12.8	7.8	3.9	14.1	8.5
Truck Driver	2.8	-	1.5	3.8	-	2.1	2.9	1.2	2.1
Veterinarian	1.9	1.2	1.5	0.9	1.2	1.0	-	-	-
Father	-	-	-	0.9	-	0.5	1.9	-	1.1
Housewife	-	5.8	2.6	-	-	-	-	2.4	1.1
Husband	1.9	-	1.0	0.9	-	0.5	-	-	-
Mother	-	1.2	0.5	-	7.0	3.1	-	3.5	1.6
Miscellaneous	2.8	1.2	2.1	1.9	1.2	1.6	6.8	4.7	5.9
Misc. Non-Occupation	2.8	1.2	2.1	-	1.2	1.0	1.9	-	1.1

Note: The numbers refer to percentage of children making that choice.

TABLE 11

Sociometric Choices(6th Grade)-percentages

Number of choices	Total N=200	Males N=111	Females N=89
0	15.0	16.2	13.5
1	16.0	18.9	12.4
2	15.5	18.0	12.4
3	20.5	15.3	27.0
4	13.0	13.5	12.4
5	9.5	8.1	11.2
6	3.0	3.6	2.2
7	4.0	2.7	5.6
8	1.0	-	2.2
9	1.5	1.8	1.1
10	0.5	0.9	-
11	0.5	0.9	-
Mean	2.86	2.71	3.04
SD	2.22	2.29	2.13

TABLE 12

Important Issues (1)

Doing what I think is right, even if nobody else agrees.

	Very Important		Somewhat Important		Not Important	
	N	percent	N	percent	N	percent
Males	67	60.9	35	31.8	8	7.3
Females	68	79.1	17	19.8	1	1.2
Total	135	68.9	52	26.5	9	4.6
Low Self-concept	57	69.5	21	25.6	4	4.9
High Self-concept	78	68.4	31	27.2	5	4.4

TABLE 13

Important Issues (2)

Helping other people when they're in trouble.

	Very Important		Somewhat Important		Not Important	
	N	percent	N	percent	N	percent
Males	76	69.1	28	29.5	6	5.5
Females	62	72.1	21	24.4	3	3.5
Total	138	70.4	49	25.0	9	4.6
Low Self-concept	54	65.9	22	26.8	6	7.3
High Self-concept	84	73.7	27	23.7	3	2.6

TABLE 14

Important Issues (3)

Playing tricks on other people.

	Very Important		Somewhat Important		Not important	
	N	percent	N	percent	N	percent
Males	5	4.5	17	15.5	88	80.0
Females	1	1.2	7	8.1	78	90.7
Total	6	3.1	24	12.2	166	84.7
Low Self-concept	4	4.9	10	12.2	68	82.9
High Self-concept	2	1.8	14	12.3	98	86.0

TABLE 15

Important Issues (4)

Having as much fun as I can.

	Very Important		Somewhat Important		Not Important	
	N	percent	N	percent	N	percent
Males	44	40.0	44	40.0	22	20.0
Females	35	40.7	40	46.5	11	12.8
Total	79	40.3	84	42.9	33	16.8
Low Self-concept	24	29.3	36	43.9	22	26.8
High Self-concept	55	48.2	48	42.1	11	9.6

TABLE 16

Important Issues (5)

Doing what my parents want me to do.

	Very Important		Somewhat Important		Not Important	
	N	percent	N	percent	N	percent
Males	100	90.9	8	7.3	2	1.8
Females	80	93.0	6	7.0	-	-
Total	180	91.8	14	7.1	2	1.0
Low Self-concept	74	90.2	6	7.3	2	2.4
High Self-concept	106	93.0	8	7.0	-	-

TABLE 17

Important Issues (6)

Telling the truth, even if it means getting punished.

	Very Important		Somewhat Important		Not Important	
	N	percent	N	percent	N	percent
Males	81	73.6	23	20.9	6	5.5
Females	74	86.0	11	12.8	1	1.2
Total	155	79.1	34	17.3	7	3.6
Low Self-concept	66	80.5	12	14.6	4	4.9
High Self-concept	89	78.1	22	19.3	3	2.6

TABLE 18

Important Issues (7)

Getting my own way all the time.

	Very Important		Somewhat Important		Not Important	
	N	percent	N	percent	N	percent
Males	9	8.2	26	23.6	75	68.2
Females	6	7.0	30	34.9	50	58.1
Total	15	7.7	56	28.6	125	63.8
Low Self-concept	8	9.8	22	26.8	52	63.4
High Self-concept	7	6.1	34	29.8	73	64.0

TABLE 19

Important Issues (8)

Having lots of Friends.

	Very Important		Somewhat Important		Not Important	
	N	percent	N	percent	N	percent
Males	52	47.3	43	39.1	15	13.6
Females	27	31.4	43	50.0	16	18.6
Total	79	40.3	86	43.9	31	15.8
Low Self-concept	27	32.9	38	46.3	17	20.7
High Self-concept	52	45.6	48	42.1	14	12.3

TABLE 20

Important Issues (9)

Pleasing my teacher.

	Very Important		Somewhat Important		Not Important	
	N	percent	N	percent	N	percent
Males	49	44.5	45	40.9	16	14.5
Females	46	53.5	32	37.2	8	9.3
Total	95	48.5	77	39.3	24	12.2
Low Self-concept	38	46.3	31	37.8	13	15.9
High Self-concept	57	50.0	46	40.4	11	9.6

TABLE 21

Important Issues (10)

Refusing to do something I am asked to do if I think it is wrong.

	Very Important		Somewhat Important		Not Important	
	N	percent	N	percent	N	percent
Males	56	50.9	27	24.5	27	24.5
Females	47	54.7	18	20.9	21	24.4
Total	103	52.6	45	23.0	48	24.5
Low Self-concept	39	47.6	22	26.8	21	25.6
High Self-concept	64	56.1	23	20.2	27	23.7

TABLE 1

The Offer Self-Image Questionnaire For Adolescents, (Standard Scores)

		8th Grade Kirk Middle School East Cleveland				8th Grade Mother of Sorrows School Ashtabula				
		Total N=145	Male N=70	Female N=75	t-value M/F	Total N=20	Male N=8	Female N=12	t-value M/F	t-value, schools
Psychological Self-1 (Impulse Control)	Mean	51.49	53.41	49.69	1.49	43.50	51.25	38.33	1.86	1.96
	SD	15.23	12.95	16.99		17.34	12.43	18.67		
Psychological Self-2 (Emotional Tone)	Mean	53.17	53.06	53.28	-0.10	50.35	56.00	46.58	1.84	0.96
	SD	13.03	13.43	12.73		12.15	10.70	11.98		
Psychological Self-3 (Body & Self-Image)	Mean	56.48	50.79	61.79	-4.20***	44.40	51.88	39.42	1.93	3.03**
	SD	16.66	15.48	16.05		16.72	10.02	18.74		
Mean Psych. Self	Mean	53.72	52.46	54.89	-1.24	46.10	53.12	41.42	2.38*	2.50*
	SD	11.89	11.00	12.62		12.91	8.51	13.49		
Social Self-1 (Soc. Relationships)	Mean	56.70	58.07	55.44	1.13	50.10	59.50	43.83	2.07	1.50
	SD	13.81	15.32	12.23		19.02	14.16	19.74		
Social Self-2 (Morals)	Mean	49.09	50.80	47.49	1.20	43.85	44.25	43.58	0.08	1.16
	SD	16.71	14.98	18.12		19.23	17.44	21.09		
Social Self-3 (Voc. Ed. Goals)	Mean	55.82	54.89	56.69	-0.70	40.95	46.13	37.50	1.13	3.39**
	SD	15.55	14.89	16.19		18.75	12.22	21.90		
Mean Social Self	Mean	53.77	54.36	53.21	0.58	45.05	50.00	41.75	1.21	2.33*
	SD	11.77	11.92	11.69		16.18	12.35	18.04		
Sexual Self (Sexual Attitudes)	Mean	50.45	51.69	49.29	0.97	46.20	52.63	41.92	1.45	1.15
	SD	14.76	15.06	14.48		15.60	18.08	12.75		
Family Self (Fam. Relationships)	Mean	51.02	50.89	51.15	-0.11	46.25	53.88	41.17	1.68	1.15
	SD	14.31	13.69	14.95		17.86	15.47	18.11		
Coping Self-1 Mast. Of Ext. World)	Mean	49.23	48.06	50.32	-0.98	45.60	52.88	40.75	1.41	0.76
	SD	14.01	12.84	15.03		20.64	15.85	22.62		
Coping Self-2 (Psychopathology)	Mean	50.95	48.21	53.51	-2.26*	44.90	49.13	42.08	1.39	2.07*
	SD	14.35	13.55	14.68		11.96	9.70	12.87		
Coping Self-3 (Superior Adjustment)	Mean	53.08	51.50	54.55	-1.23	43.45	44.63	42.67	0.25	2.37*
	SD	14.88	13.39	14.35		17.30	15.71	18.92		
Mean Coping Self	Mean	51.21	49.53	52.79	-1.69	44.70	49.00	41.83	1.09	1.86
	SD	11.67	11.39	11.79		15.06	13.07	16.14		
Mean Self-Image	Mean	52.39	51.69	53.04	-0.85	45.45	51.38	41.50	1.94	2.38*
	SD	9.54	9.45	9.65		12.53	9.75	12.97		

*p<.05
**p<.01
***p<.001

TABLE 2

The Offer Self-Image Questionnaire For Adolescents

Pearson Intercorrelations of Individual Scale Standard Scores(N=145)

8th Grade - Kirk Middle School, East Cleveland

	Psych. Self-1	Psych. Self-2	Psych. Self-3	Social Self-1	Social Self-2	Social Self-3	Sexual Self	Family Self	Coping Self-1	Coping Self-2	Coping Self-3
Psychological Self-1 (Impulse Control)	1.00	0.46***	0.33***	0.46***	0.23**	0.30***	0.06	0.30***	0.36***	0.44***	0.39***
Psychological Self-2 (Emotional Tone)	0.46***	1.00	0.57***	0.44***	0.13	0.32***	0.26**	0.55***	0.45***	0.50***	0.38***
Psychological Self-3 (Body & Self-Image)	0.332***	0.57***	1.00	0.49***	0.05	0.24**	0.34***	0.43***	0.51***	0.57***	0.47***
Social Self-1 (Soc. Relationships)	0.46***	0.44***	0.49***	1.00	0.30***	0.22**	0.36***	0.43***	0.32***	0.44***	0.44***
Social Self-2 (Morals)	0.23**	0.13	0.53	0.30***	1.00	0.48***	-0.09	0.35***	0.08	0.12	0.39***
Social Self-3 (Voc. Ed. Goals)	0.30***	0.32***	0.24**	0.22**	0.48***	1.00	0.10	0.46***	0.42***	0.40***	0.53***
Sexual Self (Sexual Attitudes)	0.06	0.26**	0.34***	0.36***	-0.09	0.10	1.00	0.07	0.14*	0.24**	0.15*
Family Self (Fam. Relationships)	0.30***	0.55***	0.43***	0.43***	0.35***	0.46***	0.07	1.00	0.53***	0.47***	0.44***
Coping Self-1 (Mast. Of Ext.World)	0.36***	0.45***	0.51***	0.32***	0.08	0.42***	0.14*	0.53***	1.00	0.51***	0.42***
Coping Self-2 (Psychopathology)	0.44***	0.50***	0.57***	0.44***	0.12	0.40***	0.24**	0.47***	0.51***	1.00	0.46***
Coping Self-3 (Superior Adjustment)	0.39***	0.38***	0.47***	0.44***	0.39***	0.53***	0.15*	0.44***	0.42***	0.46***	1.00

*p<.05
**p<.01
***p<.001

TABLE 3

The Offer Self-Image Questionnaire For Adolescents

Pearson Intercorrelations of Individual Scale Standard Scores(N=20)

8th Grade - Mother of Sorrows School, Ashtabula

	Psych. Self-1	Psych. Self-2	Psych. Self-3	Social Self-1	Social Self-2	Social Self-3	Sexual Self	Family Self	Coping Self-1	Coping Self-2	Coping Self-3
Psychological Self-1 (Impulse Control)	1.00	0.54**	0.44*	0.68***	0.15	0.62**	0.13	0.60**	0.78***	0.68***	0.56**
Psychological Self-2 (Emotional Tone)	0.54**	1.00	0.73***	0.72***	0.22	0.56**	0.40*	0.62**	0.63**	0.79***	0.47*
Psychological Self-3 (Body & Self-Image)	0.44*	0.73***	1.00	0.68***	0.08	0.44*	0.57**	0.49*	0.60**	0.80***	0.61**
Social Self-1 (Soc. Relationships)	0.68***	0.72***	0.68***	1.00	0.40*	0.71***	0.35	0.57**	0.85***	0.71***	0.82***
Social Self-2 (Morals)	0.15	0.22	0.08	0.40*	1.00	0.70***	-0.28	0.38*	0.23	0.13	0.34
Social Self-3 (Voc. Ed. Goals)	0.62**	0.56**	0.44*	0.71***	0.70***	1.00	-0.10	0.57**	0.67**	0.51*	0.66**
Sexual Self (Sexual Attitudes)	0.13	0.40*	0.57**	0.35	-0.28	-0.10	1.00	0.21	0.35	0.41*	0.37
Family Self (Fam. Relationships)	0.60**	0.62**	0.49*	0.57**	0.38*	0.57**	0.21	1.00	0.60**	0.57**	0.48*
Coping Self-1 (Mast. Of Ext.World)	0.78***	0.63**	0.60**	0.85***	0.23	0.67**	0.35	0.60**	1.00	0.66**	0.86***
Coping Self-2 (Psychopathology)	0.68***	0.79***	0.80***	0.71***	0.13	0.51*	0.41*	0.57**	0.66**	1.00	0.57**
Coping Self-3 (Superior Adjustment)	0.56**	0.47*	0.61**	0.82***	0.34	0.66**	0.37	0.48*	0.86***	0.57**	1.00

*p<.05
**p<.01
***p<.001

TABLE 4

Pearson Correlations of 8th Grade OSIQ Mean Subscale and Mean Self-Image Standard Scores With 6th Grade Piers-Harris Self-Concept Scale
Kirk Middle School, East Cleveland

	Mean Psychological Self(N=120)	Mean Social Self(N=120)	Mean Sexual Self(N=120)	Mean Family Self(N=120)	Mean Coping Self(N=120)	Mean Self-Image (N=120)
Piers-Harris Self-Concept Scale	0.28**	0.37***	0.21*	0.37***	0.24**	0.39***

*p .05
**p .01
***p .001

TABLE 5

Pearson Correlations of 8th Grade OSIQ Mean Self-Image Scale with 6th Grade Teachers Rating Scale Of Student Behavior
Kirk Middle School, East Cleveland

	Teacher Rating-1 (Acad. Achiev.) N=124	Teacher Rating-2 (Conduct) N=124	Teacher Rating-3 (Social Maturity) N=124	Teacher Rating-4 (Motor Coord.) N=124	Teacher Rating-5 (Attent. Span) N=124	Teacher Rating-6 (Handle Stress) N=124	Teacher Rating-7 (Relax.) N=124	Teacher Rating-8 (Relate Others) N=124	Teacher Rating-9 (Self-Conf.) N=124	Teacher Rating-10 (Effort) N=124	Total Teacher Rating N=124
OSIQ Mean Self-Image	0.12	0.12	0.18*	0.05	0.10	0.26**	0.18*	0.10	0.20*	0.08*	0.17*

*p .05
**p .01
***p .001

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TABLE 6
8th Grade Vocational Choices
Kirk Middle School, East Cleveland

	1st Choice			2nd Choice			3rd Choice		
	Males N=69	Females N=75	Total N=144	Males N=68	Females N=73	Total N=141	Males N=66	Females N=69	Total N=135
Athlete	27.5	-	13.2	22.1	-	10.6	19.7	2.9	11.1
Artist	8.7	-	4.2	-	-	-	1.5	-	0.7
Blue Collar Worker	7.2	-	3.5	2.9	-	1.4	12.1	-	5.9
Business	-	1.3	0.7	-	2.7	1.4	4.5	5.8	5.2
Doctor-General	8.7	12.0	10.4	5.9	15.1	10.6	4.5	-	2.2
Doctor-Specialist	-	9.3	4.9	-	5.5	2.8	-	4.3	2.2
Entertainer	4.3	9.3	6.9	2.9	12.3	7.8	1.5	13.0	7.4
Fireman	2.9	-	1.4	-	-	-	1.5	-	0.7
Lawyer	10.1	8.0	9.0	13.2	8.2	10.6	6.1	10.1	8.1
Nurse	-	17.3	9.0	1.5	11.0	6.4	-	5.8	3.0
Police	-	1.3	0.7	5.9	-	2.8	3.0	-	1.5
Political Office	-	-	-	2.9	-	1.4	1.5	-	0.7
Professional-Others	8.7	8.0	8.3	4.4	8.2	6.4	3.0	10.1	6.7
Secretary	-	9.3	4.9	-	2.7	1.4	-	4.3	2.2
Service	-	5.3	2.8	-	5.5	2.8	-	5.8	3.0
Teacher	1.4	1.3	1.4	5.9	5.5	5.7	9.1	15.9	12.6
Truck Driver	-	-	-	1.5	-	0.7	-	2.9	1.5
Veterinarian	-	1.3	0.7	1.5	1.4	1.4	-	1.4	0.7
Miscellaneous	2.9	6.7	4.9	2.9	6.8	5.0	10.6	7.2	8.9
Father	-	-	-	1.5	-	0.7	3.0	-	1.5
Housewife	-	-	-	-	4.1	2.1	-	2.9	1.5
Husband	-	-	-	-	-	-	1.5	-	0.7
Mother	-	2.7	1.4	-	2.7	1.4	-	2.9	1.5
Misc. Non-Occupation	2.9	-	1.4	5.9	1.4	3.5	7.6	1.4	4.4
Technical	11.6	5.3	8.3	8.8	6.8	7.8	6.1	2.9	4.4
Airplane Pilot	1.4	-	0.7	2.9	-	1.4	3.0	-	1.5
Military	1.4	-	0.7	-	-	-	-	-	-
Scientist	-	1.3	0.7	5.9	-	2.8	-	-	-
Banker	-	-	-	1.5	-	0.7	-	-	-

Note: The numbers refer to percentage of children making that choice.

TABLE 7
8th Grade Vocational Choices
Mother Of Sorrows School, Ashtabula

	1st Choice			2nd Choice			3rd Choice		
	Males N=9	Females N=12	Total N=21	Males N=8	Females N=12	Total N=20	Males N=8	Females N=12	Total N=20
Athlete	-	-	-	25.0	-	10.0	-	8.3	5.0
Artist	11.1	8.3	9.5	12.5	-	5.0	12.5	-	5.0
Business	11.1	-	4.8	-	-	-	-	8.3	5.0
Doctor-General	-	-	-	12.5	-	5.0	-	-	-
Doctor-Specialist	-	16.7	9.5	-	8.3	5.0	-	-	-
Entertainer	-	-	-	-	8.3	5.0	-	-	-
Farmer	11.1	-	4.8	-	-	-	-	-	-
Lawyer	-	-	-	-	-	-	25.0	-	10.0
Military	-	-	-	12.5	-	5.0	-	-	-
Nurse	-	8.3	4.8	-	8.3	5.0	-	-	-
Political Office	-	8.3	4.8	-	-	-	-	-	-
Professional-Others	-	-	-	-	16.7	10.0	-	16.7	10.0
Sales Person	-	-	-	-	8.3	5.0	-	-	-
Secretary	-	8.3	4.8	-	16.7	10.0	-	-	-
Service	11.1	25.0	19.0	-	-	-	25.0	8.3	15.0
Teacher	-	-	-	-	-	-	-	25.0	15.0
Truck Driver	-	-	-	-	-	-	12.5	-	5.0
Veterenarian	-	16.7	9.5	-	16.7	10.0	-	-	-
Miscellaneous	-	-	-	12.5	-	5.0	-	-	-
Misc. Non-Occupation	-	-	-	-	8.3	5.0	-	8.3	5.0
Scientist	-	-	-	-	8.3	5.0	-	8.3	5.0
Technical	55.6	8.3	28.6	-	-	-	25.0	8.3	15.0
Airplane Pilot	-	-	-	25.0	-	10.0	-	-	-
Archeologist	-	-	-	-	-	-	-	8.3	5.0

Note: The numbers refer to percentage of children making that choice

TABLE 8

Most Preferred School Subjects or Activities(8th Grade)

Mother Of Sorrows School, Ashtabula

	1st Choice			2nd Choice			3rd Choice		
	Males N=9	Females N=12	Total N=21	Males N=9	Females N=12	Total N=21	Males N=9	Females N=12	Total N=21
Recess, Lunch	-	-	-	11.1	-	4.8	-	-	-
Math	11.1	25.0	19.0	33.3	16.7	23.8	22.2	8.3	14.3
Music	-	-	-	-	-	-	-	16.7	9.5
Social Studies	11.1	16.7	14.3	33.3	25.0	28.6	11.1	8.3	9.5
Science	44.4	41.7	42.9	-	41.7	23.8	44.4	-	19.0
Physical Education	33.3	-	14.3	11.1	-	4.8	11.1	8.3	9.5
Lang. Arts(English)	-	16.7	9.5	-	-	-	-	8.3	4.8
Art	-	-	-	-	-	-	11.1	8.3	9.5
Spelling	-	-	-	11.1	8.3	9.5	-	8.3	4.8
Spanish, French, etc.	-	-	-	-	-	-	-	8.3	4.8
Cooking,Home Econ,etc.	-	-	-	-	-	-	-	8.3	4.8
Shop,Drafting, etc.	-	-	-	-	-	-	-	16.7	9.5
Religion	-	-	-	-	8.3	4.8	-	-	-

Note: The numbers refer to percentage of children making that choice.

TABLE 9

Most Preferred School Subjects or Activities(8th Grade)

Kirk Middle School, East Cleveland

	1st Choice			2nd Choice			3rd Choice		
	Males N=70	Females N=74	Total N=144	Males N=70	Females N=75	Total N=145	Males N=70	Females N=74	Total N=144
Reading	-	1.4	0.7	4.3	2.7	3.4	4.3	1.4	2.8
Recess, Lunch	-	-	-	-	1.3	0.7	-	2.7	1.4
Math	37.1	36.5	36.8	21.4	10.7	15.9	8.6	9.5	9.0
Music	1.4	1.4	1.4	2.9	2.7	2.8	12.9	17.6	9.0
Social Studies	8.6	18.9	13.9	20.0	16.0	17.9	17.1	18.9	18.1
Health	-	-	-	-	-	-	-	1.4	0.7
Science	20.0	12.2	16.0	24.3	32.0	28.3	15.7	6.8	11.1
Physical Education	17.1	5.4	11.1	12.9	10.7	11.7	14.3	17.6	16.0
Lang. Arts(English)	11.4	20.3	16.0	10.0	17.3	13.8	18.6	16.2	17.4
Art	2.9	-	1.4	1.4	-	0.7	5.7	1.4	3.5
Spanish, French,etc.	-	2.7	1.4	1.4	2.7	2.1	-	2.7	1.4
Cooking,Home Econ.etc.	1.4	-	0.7	-	1.3	0.7	2.9	1.4	2.1
Shop, Drafting, etc.	-	-	-	1.4	-	0.7	-	-	-
Drama	-	1.4	0.7	-	2.7	1.4	-	2.7	1.4

Note: The numbers refer to percentage of children making that choice.

TABLE 10
Liking For School Scale
Kirk Middle School, East Cleveland

	6th Grade			7th Grade			8th Grade						
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	r 6th/7th Gr.	N	r 7th/8th Gr.
M	110	2.86	0.93	44	2.75	0.81	70	2.97	0.74	42	.25	29	.26
F	86	2.80	0.97	53	2.85	0.82	75	2.95	0.77	52	.55***	42	.38**
TOT	196	2.84	0.95	97	2.80	0.81	145	2.96	0.75	94	.30**	71	.33**

Note: Possible Range Of Scores: 1-4

*p<.05
**p<.01
***p<.001

TABLE 11
Educational Aspirations Scale
Kirk Middle School, East Cleveland

	6th Grade			7th Grade			8th Grade						
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	r 6th/7th Gr.	N	r 7th/8th Gr.
M	109	3.45	0.81	43	3.44	0.77	70	3.49	0.65	40	.21	29	.15
F	86	3.35	0.82	53	3.30	0.82	75	3.44	0.75	52	.55***	42	.60***
TOT	195	3.41	3.45	96	3.37	0.80	145	3.46	0.71	92	.42***	71	.48***

Note: Possible Range Of Scores: 1-4

*p<.05
**p<.01
***p<.001

TABLE 12
Self-Appraisal Of School Performance
Kirk Middle School, East Cleveland

	7th Grade			8th Grade								
	N	Mean	SD	N	Mean	SD	N	r 7th/8th	N	r:7th/ 6th Tchr.Rat. (Achievement)	N	r:8th/ 6th Tchr.Rat. (Achievement)
M	43	2.88	0.73	70	3.09	0.81	29	.36*	41	-.10	61	.19
F	53	3.04	0.85	75	3.07	0.89	42	.29*	52	.01	63	.07
TOT	96	2.97	0.80	145	3.08	0.85	71	.32**	93	.00	124	.13

Note: Possible Range Of Scores: 1-4

*p<.05
**p<.01
***p<.001

TABLE 13

Mean Self-Image Correlations With Total Self-Descriptions And Self-Appraisal Of School Performances(8th Grade)

	Kirk Middle School, East Cleveland						Mother Of Sorrows School, Ashtabula					
	Total Self-Description			Self-Appraisal			Total Self-Description			Self-Appraisal		
	Total N=145	Males N=70	Females N=75	Total N=145	Males N=70	Females N=75	Total N=20	Males N=8	Females N=12	Total N=20	Males N=8	Females N=12
Mean Self-Image	.29***	.23*	.33**	.39***	.35**	.43***	.59**	.70*	.55*	.24	.40	.48

*p .05
**p .01
***p .001

TABLE 14

8th Grade Mean Self-Image and 8th Grade Total Self-Description Correlations With 6th Grade Sociometric Choices and 6th Grade Anxiety Scores(Feel)

Kirk Middle School, East Cleveland

	Sociometric Choices				Anxiety Scores(Feel)			
	N	Males	N	Females	N	Males	N	Females
Mean Self-Image	60	.27*	63	.32**	60	-.34**	61	-.34**
Total Self-Descript.	60	.11	63	.22*	60	-.11	61	-.28*

*p .05
**p .01
***p .001

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TABLE 15
7th Grade Vocational Choices
Kirk Middle School, East Cleveland

	1st Choice			2nd Choice			3rd Choice		
	Males N=43	Females N=53	Total N=96	Males N=40	Females N=51	Total N=91	Males N=37	Females N=47	Total N=84
Archeologist	-	-	-	-	-	-	-	2.1	1.2
Athlete	37.2	-	16.7	25.0	2.0	12.1	37.8	4.3	19.0
Artist	4.7	1.9	3.1	5.0	-	2.2	5.4	-	2.4
Blue Collar	2.3	-	1.0	12.5	2.0	6.6	16.2	-	7.1
Business	-	-	-	-	2.0	1.1	5.4	-	2.4
Doctor-General	7.0	13.2	10.4	10.0	7.8	8.8	5.4	-	2.4
Doctor-Specialist	-	3.8	2.1	-	3.9	2.2	-	2.1	1.2
Entertainer	7.0	11.3	9.4	5.0	17.6	12.1	-	12.1	7.1
Fireman	4.7	-	2.1	7.5	-	3.3	2.7	-	1.2
Lawyer	9.3	13.2	11.5	7.5	9.8	8.8	2.7	6.4	4.8
Nurse	-	17.0	9.4	-	9.8	5.5	-	17.0	9.5
Police	4.7	-	2.1	5.0	-	2.2	2.7	-	1.2
Political Office	-	1.9	1.0	-	-	-	-	-	-
Professional-Other	2.3	9.4	6.3	2.5	9.8	6.6	2.7	14.9	9.5
Sales Person	-	-	-	-	-	-	-	4.3	2.4
Secretary	-	3.8	2.1	-	9.8	5.5	-	4.3	2.4
Service	2.3	3.8	3.1	-	3.9	2.2	2.7	4.3	3.6
Teacher	4.7	5.7	5.2	7.5	11.8	9.9	5.4	4.3	4.8
Veterenarian	2.3	1.9	2.1	-	2.0	1.1	2.7	-	1.2
Miscellaneous	4.7	1.9	3.1	7.5	2.0	4.4	2.7	4.3	3.6
Housewife	-	1.9	1.0	-	2.0	1.1	-	4.3	2.4
Mother	-	1.9	1.0	-	-	-	-	-	-
Misc. Non-Occupation	-	1.9	1.0	-	-	-	2.7	-	1.2
Scientist	-	-	-	2.5	-	1.1	2.7	6.4	4.8
Technical	2.3	5.7	4.2	-	3.9	2.2	-	6.4	3.6
Truck Driver	4.7	-	2.1	2.5	-	1.1	-	2.1	1.2

Note: The numbers refer to percentage of children making that choice.

TABLE 16

Most Preferred School Subjects or Activities(7th Grade)
Kirk Middle School, East Clevelsnd

	1st Choice			2nd Choice			3rd Choice		
	Males N=44	Females N=52	Total N=96	Males N=44	Females N=52	Total N=96	Males N=43	Females N=50	Total N=93
Reading	-	3.2	2.1	2.3	-	1.0	4.7	-	2.2
Recess, Lunch	-	-	1.0	2.3	-	1.0	2.3	2.0	2.2
Math	61.4	55.8	58.3	13.6	11.5	12.5	2.3	4.0	3.2
Music	-	3.8	2.1	-	1.9	1.0	-	4.0	2.2
Social Studies	2.3	-	1.0	-	9.6	5.2	11.6	12.0	11.8
Health	-	-	-	2.3	-	1.0	-	-	-
Science	4.5	5.8	5.2	11.4	23.1	17.7	11.6	20.0	16.1
Physical Education	11.4	3.8	7.3	9.1	15.4	12.5	27.9	8.0	17.2
Lang. Arts(English)	11.4	11.5	11.5	31.8	21.2	26.0	14.0	16.0	15.1
Art	-	-	-	18.2	3.8	10.4	11.6	6.0	8.6
Library	2.3	5.8	4.2	-	7.7	4.2	-	8.0	4.3
Cooking, Home Econ.	2.3	9.6	6.3	4.5	5.8	5.2	7.0	10.0	8.6
Shop, Drafting	2.3	-	1.0	4.5	-	2.1	7.0	10.0	8.6

Note: The numbers refer to percentage of children making that choice.